ENGLISH FOR TODAY
Ibtedaie
Class Three
National Curriculum and Textbook Board, Bangladesh

Prescribed by the National Curriculum and Textbook Board, Bangladesh as a textbook for Ibtedaie Class Three as an experimental edition from the academic year 2024

English For Today

Ibtedaie

Class Three

National Curriculum and Textbook Board, Bangladesh

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Preface

Ibtedaie level constructs the foundation of Madrasah education. A set of well-defined targets and properly planned primary education provide strengths to the entire education system. Keeping this in mind, the primary level has been given supreme importance in the Education Policy 2010. Increasing the span and inclusiveness of the primary level, as the developed countries of the world, have been emphasised. Special attention has been given to ensure that no child's access to education is hindered by social and economic status, religion, ethnicity, or gender identity.

The National Curriculum and Textbook Board (NCTB) has implemented an integrated curriculum to update primary education. While this curriculum trails the pedagogy and the curriculum of developed countries, it also adopts traditional teaching-learning values of Bangladesh at the same time. This has enabled the education to be more life-oriented and productive. In the context of globalisation, the mental health of the children has also been specially considered in this curriculum.

Textbook is the most important component of curriculum implementation. NCTB has always borne that in mind while designing textbooks for all levels and classes including primary level. Curriculum goals and objectives have been prioritised in the writing and editing of each book. A keen eye has been kept on the diverse curiosity and capacity of the child's mind. Special importance has been given in designing the curriculum and textbooks to make teaching-learning interactive and enjoyable. It is hoped that each book will help in the balanced psycho-physical development of children through educational activities. It will support in acquiring the required skills, adaptability, patriotism and moral values at the same time.

There has been a growing need of English language proficiency in the rapidly changing, technology-driven world of the 21st century. With a view to addressing the need, the new revised textbook aims at enabling the learners to perform their day-to-day activities in any English-speaking context. As such, the textbook has been designed to facilitate their effective communication through four basic language skills, proper pronunciation, and integration of both local and global cultures, inclusiveness and skills like critical thinking, problem solving and creativity.

Special thanks to the specialists and teachers who worked intensively in writing, editing and revising the textbook. Thanks to those also who have made the textbook attractive to children through its design and illustration. This textbook has been revised to address the need in the changed context of 2024. Due to time constraints, some errors may still exist. Any constructive advice and guidance from the audience will be considered with due importance.

At the end, I wish every success of the learners for whom the book has been produced.

October 2024

Professor Dr. A K M Reazul Hassan
Chairman
National Curriculum & Textbook Board, Bangladesh

নির্দেশনা

আমাদের মাদ্রাসা শিক্ষা ব্যবস্থায় ইবতেদায়ি স্তর থেকেই বিদ্যালয়ে ইংরেজি শেখানো আবশ্যিক করা হয়েছে যেন ছোটবেলা থেকেই শিক্ষার্থীরা শ্রেণিকক্ষে ইংরেজি ভাষা ব্যবহার করে এই ভাষার চারটি দক্ষতা অর্জন করতে পারে, অর্থাৎ শিক্ষার্থীরা ইংরেজি শুনে বুঝতে পারে এবং ইংরেজি বলতে, পড়তে ও লিখতে পারে। এর ফলে শিক্ষার্থীরা ভবিষ্যতে বিশ্বায়নের এই যুগে বিভিন্ন পরিস্থিতিতে সহজ ও স্বাভাবিকভাবে ইংরেজি ভাষা ব্যবহার করে অপরের সঙ্গে ভাব বিনিময় করতে সক্ষম হবে।

আমাদের মনে রাখতে হবে, শিক্ষার্থীরা সে ভাষাই আয়ত্ত করতে সক্ষম হবে যে ভাষা তারা সব সময় তাদের চারপাশে শোনে। তাই ইংরেজি ভাষা শিখতে হলে একজন শিক্ষার্থীর জন্য প্রচুর ইংরেজি শোনা আবশ্যক। একজন শিক্ষকই পারেন শ্রেণিকক্ষে শিক্ষার্থীদের এই সুযোগ করে দিতে।

শিক্ষক প্রতিদিনের প্রয়োজনীয় কিছু ইংরেজি কথাবার্তা যেমন—greetings, farewells, commands, instructions ইত্যাদি শ্রেণিকক্ষে নিয়মিত ব্যবহার করবেন এবং তার মাধ্যমে শিক্ষার্থীদের সেইসব ইংরেজি শোনা ও বলার সুযোগ করে দেবেন।

পাঠ্যপুস্তকের ছড়া, কবিতা, গল্প, কথোপকথন ইত্যাদি বেশির ভাগ বিষয়বস্তুই শিক্ষক প্রথমে জোরে জোরে স্পষ্ট ও শুদ্ধ উচ্চারণে এবং কণ্ঠস্বরের সঠিক ওঠানামা (Intonation) ব্যবহার করে পড়ে শোনাবেন। শিক্ষার্থীরা তা অনুসরণ করে বলার মাধ্যমে উল্লিখিত বিষয়গুলো আয়ত্ত করতে পারবে।

English For Today পাঠ্যপুস্তকের পাঠভিত্তিক শিখন-শেখানো কার্যাবলি শ্রেণিকক্ষে কার্যকর করার সময় শিক্ষার্থীরা যেন পরস্পরের সাথে বিভিন্নভাবে interact করতে পারে, শিক্ষক তা অবশ্যই নিশ্চিত করবেন। এই উদ্দেশ্যে শিক্ষক-শিক্ষার্থীদের দিয়ে pairwork, groupwork, chain drill, role play ইত্যাদি করাবেন।

অনেক সময় শিক্ষকের মনে প্রশ্ন জাগে যে ক্লাসে কতখানি বাংলা ব্যবহার করা যাবে। শিক্ষকদের মনে রাখা প্রয়োজন, তিনি শ্রেণিকক্ষে যতবেশি ইংরেজি বলবেন, শিক্ষার্থীরা ততবেশি ইংরেজি শুনবে ও তা আয়ত্ত করতে সক্ষম হবে। তবে অনেক সময় দেখা যায় যে, শিক্ষকের ইংরেজিতে বলা নির্দেশনা শিক্ষার্থীরা বুঝতে পারছে না। তখন শিক্ষক একবার বাংলায় পরিষ্কারভাবে বুঝিয়ে দেবেন এবং সঙ্গে সঙ্গে একই নির্দেশনা অবশ্যই ইংরেজিতে পুনরাবৃত্তি করবেন। এর ফলে বাংলায় যা বলা হলো তা ইংরেজিতে যে ওইভাবে বলা যায়, শিক্ষার্থীরা নিজের অজান্তেই বুঝতে শিখবে।

Contents

Greetings, Farewells, Introductions and Numbers

Hello

A. Listen and say.

Fatiha: Good morning. What's your name?

Sanjoy: Good morning. My name's Sanjoy.

Fatiha: How are you?

Sanjoy: I'm good, thanks. And you?

Fatiha: I'm also good.

2025

B. Listen and say.

Hello, Rahat.
How are you?

Hi, Faria.
I'm fine. Thank you.

C. Pairwork. Act out the dialogue in activity B with your friend.

Let's practise

1. Look at activity A. Write the correct word in the box.

a) Rana: Good morning. What's your name?

Sima: ______________, My name's __________.

b) Sarah: ______________, What's your name?

Manik: ______________, My name's ________.

2025

Talking about myself

A. Chain drill.

S1: Alex is my name.

Football is my game.

Red is my colour.

Rose is my flower.

S2: (Name) is my name.

______ is my game.

______ is my colour.

______ is my flower.

Continue.................

2025

Talking about myself

B. Listen and say.

Sakiba: Hello, Zahid. What's your favourite game?

Zahid: Hi, Sakiba! Cricket is my favourite game. And yours?

Sakiba: I like to play football.

Zahid: What's your favourite subject, Sakiba?

Sakiba: English is my favourite subject.

Zahid: Oh, I like English, too.

C. Act out the dialogue in activity B with your friend.

2025

Let's practise

1. Put tick (√) mark to the correct answer.

Here 'favourite' means

a) most liked

b) disliked

Here 'game' means

a) sport

b) reading book

2. Ask and answer the following questions.

a) What 's Zahid's favourite game?

b) Which game does Sakiba like to play?

c) What is Zahid's favourite subject?

2025

Greetings

A. Listen and say.

B. Listen and say.

Greetings

C. Look, listen and say.

Rahat: Good evening, Faria.

Faria: Good evening, Rahat.

Rahat: Who is she?

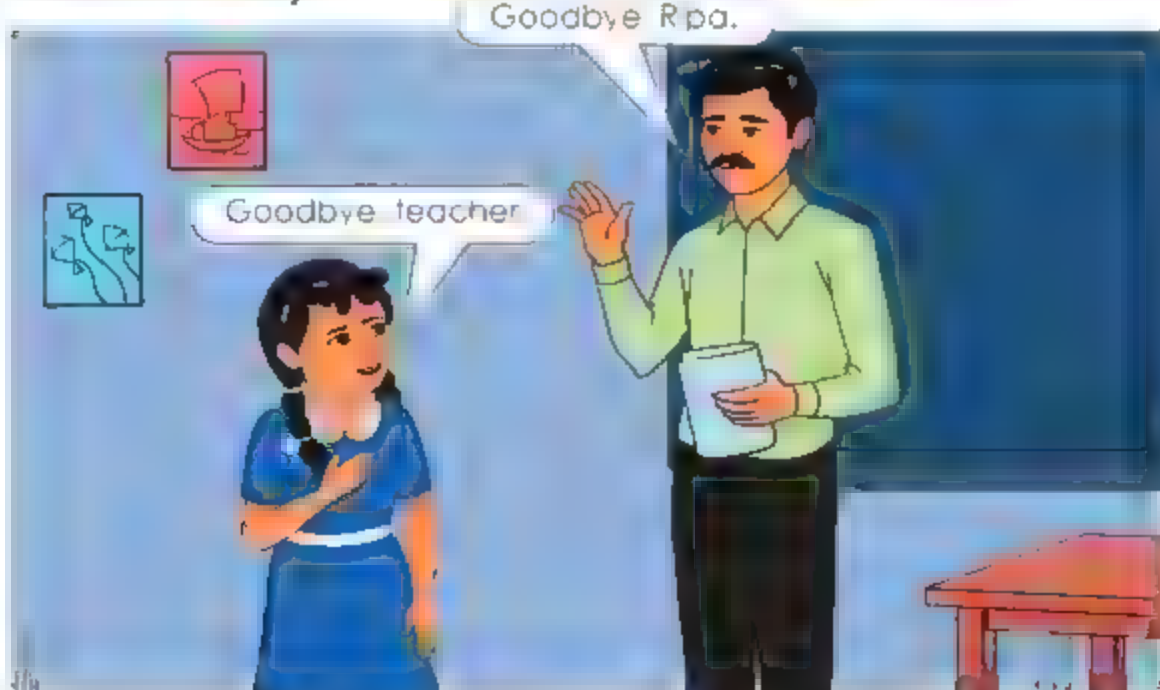
Faria: She is my cousin, Rita. And Rita, he is my friend, Rahat.

Rita: Nice to meet you.

Rahat: Nice meeting you, too.

Goodbye 1

A. Look, listen and say.

B. Listen and say.

Goodbye 1

C. Listen and say.

Rahat: Hello Namira, how are you?

Namira: I'm fine, thanks. And you?

Rahat: I'm good. Where are you going?

Namira: I'm going to buy some medicines.

Rahat: Okay, goodbye. See you later.

Namira: Goodbye!

D. Act out the dialogue in activity C with your friend.

2025

Goodbye 2

A. Listen and say.

B. Listen and sing.

It's time to go home,
It's time to go home,
It's time to go home,
It's time to say goodbye.

I had so much fun,
And you had so much fun,
We all had so much fun,
And now we say goodbye.

Goodbye,
Goodbye,
See you again.
Goodbye,
Goodbye,
See you again.

C. Group work. Sing the song in groups.

Let's practise

1. Look at activity C of lesson 3. Write the correct word in the box.

Roton: Good evening, Salma.

Salma: _______________, Roton.

Roton: Meet my friend, Tanim.

And Tanim, she is my friend, Salma.

Tanim: Nice to _______ you.

Salma: _________ meeting you, too.

2. Look at activity C of lesson 4. Write the correct word/words in the box.

Asif: Hello Rina, how are you?

Rina: I'm ____________, ____________. And you?

Asif: I'm ____________. ____________are you going?

Rina: I'm going to the nearby shop.

Asif: _________, goodbye. _________ you ____________

Rina: __________________!

2025

Numbers 1-30

A. Look at the calendar page. Read the numbers.

April- 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

B. Read and write the numbers in words.

Numbers 1-30

C. Write the numbers in the calendar page for the month of June. One is done for you.

June-2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1						

Let's practise

1. Match the numbers correctly. One is done for you.

Cardinal Numbers	Number in words
1	four
2	one
3	eight
4	five
5	seven
6	six
7	two
8	nine
9	three

2. Write the missing number in words in the blanks.

one, ______________, three, ______________, ______________,

six, ______________, ______________, nine, ______________.

3. Write the previous number in the box.

	9			14			17
	23			26			28

4. Write the next number in the box.

12			15			18	
23			29			27	

Introducing Myself

A. Read.

Hello! I'm Jerin. I'm 8 years old. I'm in class 3 at Mohonpur Government Primary School. I live with my family in Mohonpur.

B. Pairwork. Ask and answer the questions. Look at the information in Activity A.

1. What is the girl's name?
2. How old is she?
3. Where does she live?
4. What class is she in?

C. Complete the table with the information of Jerin from activity A.

Name	
Age	
Class	
School's name	

2025

Let's practise

1. Use the correct words from the box to make the text meaningful.

school, class, family, lives

The girl's name is Jerin. She is in ________3. Her ____________ is Mohonpur Government Primary School. She __________ in Mohonpur. She lives with her______________.

2. Complete the table with your information.

Name	
Age	
Class	
School's name	

2025

Introducing someone

A. Listen, say and read.

Zabed: Hello, Sabiha!

Sabiha: Hi, Zabed! How are you?

Zabed: Fine, thanks. Sabiha, meet my friend, Mahmud Hasan. And Mahmud, this is Sabiha.

Sabiha: Hello, Mahmud! Nice to meet you.

Mahmud : Nice meeting you, too.

B. Introduce a friend.

2025

Let's practise

1. Look at activity A. Write the correct word/words in the box.

Laila: Hello, Sagor!

Sagor: Hi, Laila! ____________________?

Laila: Fine, thanks. Sagor, __________ my friend, Mamun. And Mamun, this is Sagor.

Sagor: Hello, Mamun ________ to ________ you.

Laila: Nice __________ you, too.

2025

Numbers 11-20 in words

A. **Read and say.**

B. **Write the numbers in words.**

C. **Game.**

Group 1: Every student picks a number card or wooden or plastic number in figure from 11 to 20. They show their numbers and then make a line in an order from 11 to 20.

Group 2: Every student picks a number card in words. They show their cards and make a line from eleven to twenty. Finally, group 2 members choose their respective numbers from group 1 and make pairs. Continue......

Let's practise

1. Match the numbers with the right column. One is done for you.

Numbers	Numbers in words
11	eighteen
12	fifteen
15	twelve
18	twenty
20	eleven

2. Write the number in words.

12 ______________ 13 ______________ 14 ______________

15 ______________ 18 ______________ 20 ______________

3. Write the missing number in words in the blanks.

______________ ,twelve, thirteen, ______________,

fifteen, ______________, ______________,

eighteen ______________, ______________,

My Friends, Family and Numbers

Talking about friends and family

A. Read and say.

Rishat: Hello, Sujana! How are you?

Sujana: Fine, thanks. And you?

Rishat: I'm fine too. Would you like to play with me?

Sujana: Yes, I'd like that, thank you.

2025

Talking about friends and family

B. Listen and say.

Faria: Hello! I'm Faria.

Farzana: Hi! I'm Farzana. I'm a new student here.

Faria: Where are you from, Farzana?

Farzana: I'm from Rajshahi. And you?

Faria: I'm from Sylhet. My family lives near the school.

Farzana: My family also lives here

C. Act out the dialogue in activity A and B with your friend.

2025

Numbers 31-50

A. Count, listen and say the numbers.

	31
	38
	47

B. Read and say the numbers.

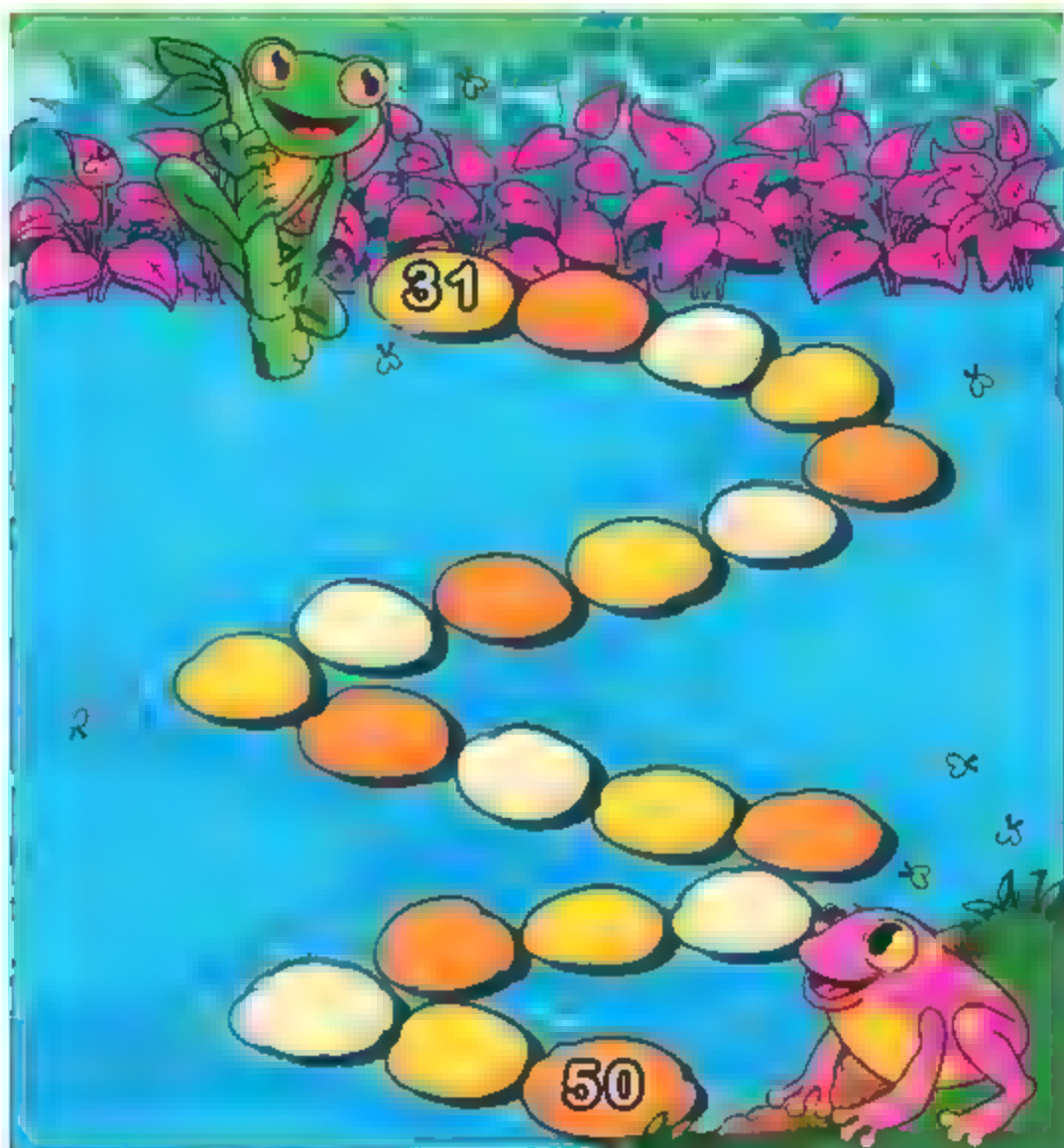
C. Game.

Pairwork: Every student picks up a number card or wooden or plastic number in figure from 0 to 9. Now, in pairs, show two number cards together to make the numbers from 31 to 50.

Continue. ...

2025

Numbers 31-50

D. Write the numbers. Two are done for you.

E. Write the missing numbers or arrange the wooden or plastic numbers.

31, 32, . . . , . . . , 35, ... , ... , ... , 39, 40, 41, ... , ... , 44,
.. .., 46, ..., 48, ..., 50

Let's practise

1. Read the dialogue of lesson 1, Activity B and complete the sentences.

a. Farzana is a new ____________.

b. She is from ____________.

c. Her family lives near ____________

d. Faria is a ____________.

e. She 's from ____________.

2. Write the next number in the box below.

31		33		35		37		39	
41		43		45		47		49	

3. Write the previous and the next numbers.

	33	

	36	

	39	

	44	

	48	

My family

A. Read and say.

I'm Sabiha. I'm a student. I'm in class 3. There are four members in my family. My father Mr. Aminul Islam is a teacher. My mother Mrs. Afroza Begum is a banker. My brother is only one year old.

B. Read the sentences. Write T for True and F for False.

1. The girl's name is Samia. ____________
2. She is in class 3. ______________
3. She is a student. ______________
4. There are four members in her family. ___________
5. Her brother is 3 years old. ____________

C. Pairwork. Ask and answer.

1. What is the girl's name?
2. How many members are there in her family?
3. What does her mother do?
4. What does her father do?
5. How old is her brother?

D. Write three sentences about your family.

2025

Let's practise

1. Match the phrases of column A with column B. One is done for you.

Column A	Column B
Sabiha	is a teacher.
Her father	is one year old
Her mother	works in a bank
Her brother	is a student.

2. Read activity A and Put tick (√) mark to the right answer.

a. Mr. Aminul Islam is a (teacher/banker)

b. Sabiha is in class (three/four).

c. She has a (brother/sister).

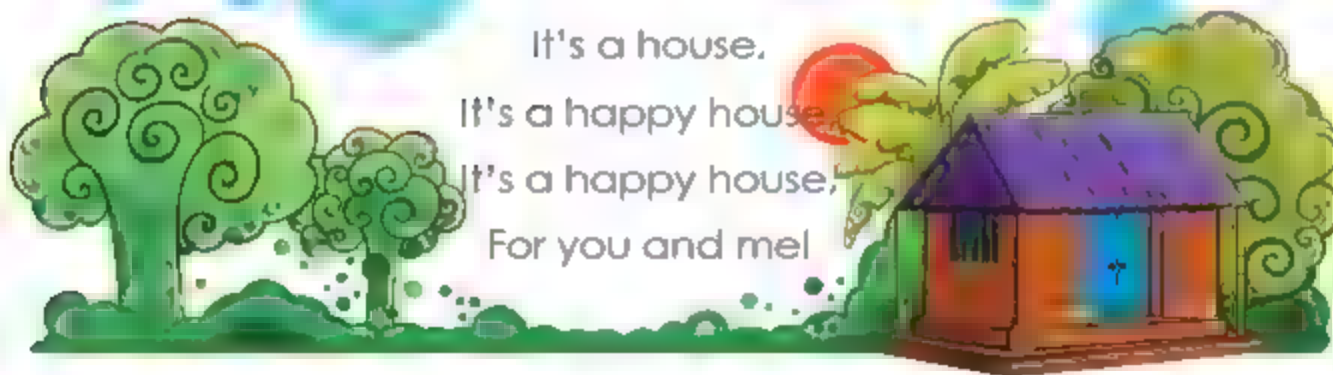
d. Sabiha's mother is a (doctor/banker)

e. Sabiha has a (four/three) members family

Rhyme

A. Listen and read the rhyme below.

It's a Happy House

It's a house,
It's a happy house,
It's a happy house,
Can you see?
Here's a window,
Here's a door,
Here's a roof,
And here's a floor!
It's a house,
It's a happy house,
It's a happy house,
For you and me!

B. Draw a house in your notebook. Now recite the rhyme again and point to each part of the house when you say that.

C. Make a list of all the parts of a house in the rhyme. Can you add some more parts? Share your list with your friend.

Grammar focus: It's   t is, Here's   Here is

Pronoun: you, me

Vocabulary: window, door, roof, floor, house, happy

2025

My friend

A. Read and say.

I'm Sunil. I'm eight years old. I have many friends, and Rahat is my best friend. He is also eight years old. He lives near my house and we go to the same school. Rahat is good at English. In the afternoon, we play football.

B. Pairwork. Ask and Answer.

1. How old is Sunil?
2. What is his best friend's name?
3. Where does Rahat live?
4. What do they do in the afternoon?

My friend

C. Answer the questions about your friend. Use complete sentences.

1. What is your friend's name?

   ____

2. How old is your friend?

   ____

3. Do you go to the same school?

   ____

4. Do you play together?

   ____

5. What game do you play?

   ____

D. Write four sentences about your friend.

Let's practise

1. Put tick (√) mark to the right answer.

a. Sunil is (seven years/eight years) old

b. Rahat is good at (Bangla/English)

c. They play (cricket/football).

d. In the afternoon, they (play/eat).

2. Read activity A and complete the sentences.

a. Sunil has many ____________ .

b. Rahat lives ____________ Sunil's house.

c. They play ____________ in the afternoon.

2025

Numbers 51-70

A. Count, listen and say the numbers.

	52
	59
	70

B. Listen, say and read the numbers.

C. Game.

Pairwork: Every student takes a number card or wooden or plastic number in figure from 0 to 9. Every pair makes a number (from 51 to 70) and says the number.

Continue . . .

D. **Write the next numbers.**

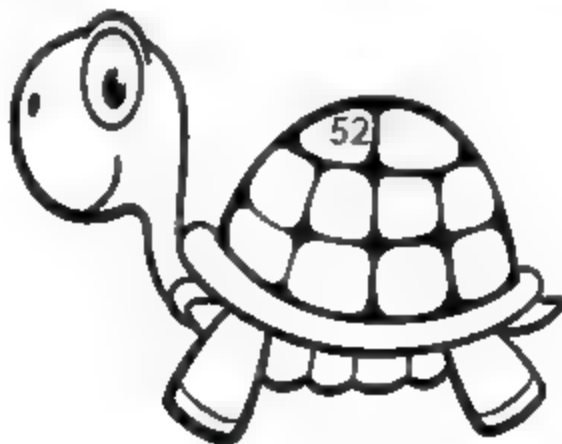
50 .... 58 .... 54 ....

68 .... 62 .... 66 ....

64 .... 60 .... 52 ....

E. **Say the numbers. How many even and odd numbers are there in the circles or flashcards? Colour the even numbers in the circle.**

F. **Write the even numbers from 51 to 70. One is done for you.**

Colour the turtle.

Let's practise

1. Write the missing numbers.

______ 53, ______ 55, ______ 57, ______ 59, ______ 61,

______ 63, ______ 65, ______ 67, ______ 69.

2. Write even and odd numbers from 51-70. One is done for you.

Odd number	51				
Even number	52				

Odd number	61				
Even number	62				

2025

Commands, Instructions, Requests, and Numbers

Simple commands

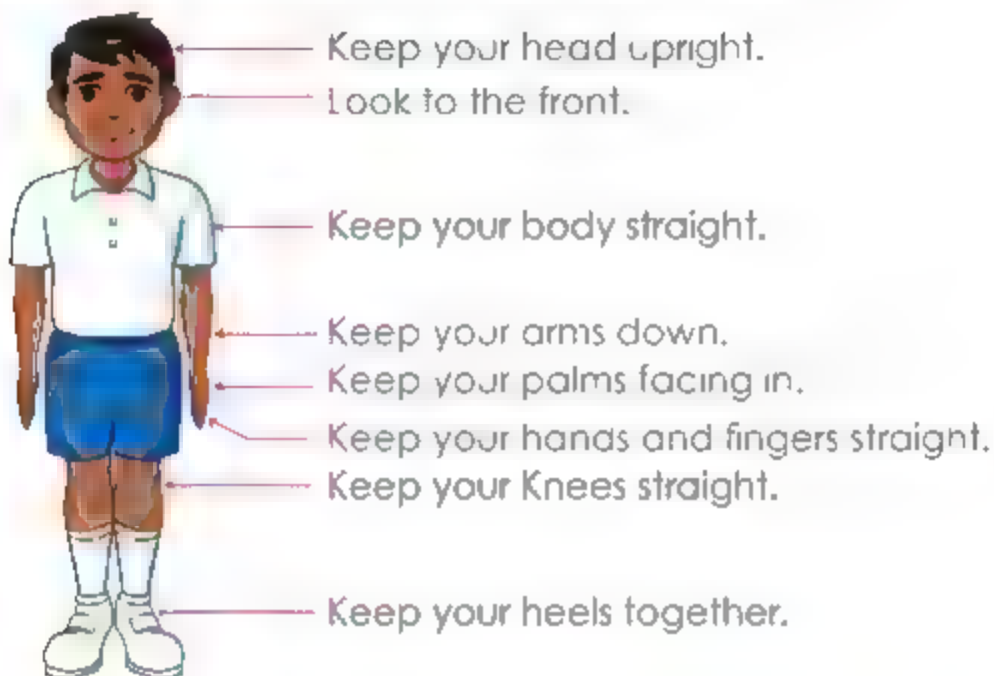
A. Games: Do this. Do that

Follow your teacher's instruction and play the game "Do this Do that".

B. In pairs, make a list of the commands you hear in your drill class.

Simple commands

C. Look at the picture below. It shows a student in 'attention' position.

1. Listen and repeat the commands given below.

2. Breathing exercise commands

Keep your mouth closed.

Place your hands on lower chest.

Breathe in .

Breathe out.

Keep your heels together.

2025

D. What other commands may your drill teacher give you?

In pairs, take turns to give and follow the commands that go with the pictures.

Exercise 1

Keep your head still.

Face your palms outward.

Keep your arms forward.

Keep your arms sideways.

Keep your arms downward.

Keep your body straight.

Keep your heels together.

Exercise 2

Keep your head still.

Face your palms outward.

Keep your arms upward.

Keep your arms sideways.

Keep your arms downward

Keep your feet apart

2025

Simple commands

E. Now, complete the commands for the exercises shown in the picture. Then, in pairs, give and follow the commands.

Exercise 3

.... your head upright

Look .... front

Keep your back straight

Place your .... on waist

....

Raise your left .... forward

Keep your right knee ....

Keep your feet ....

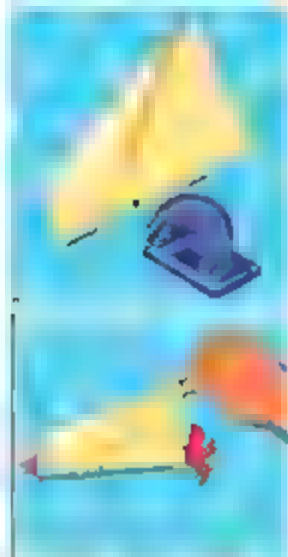
2025

A. **Follow your teacher's demonstration of how to make a simple kite. In your notebook take a brief note of the major steps shown by your teacher.**

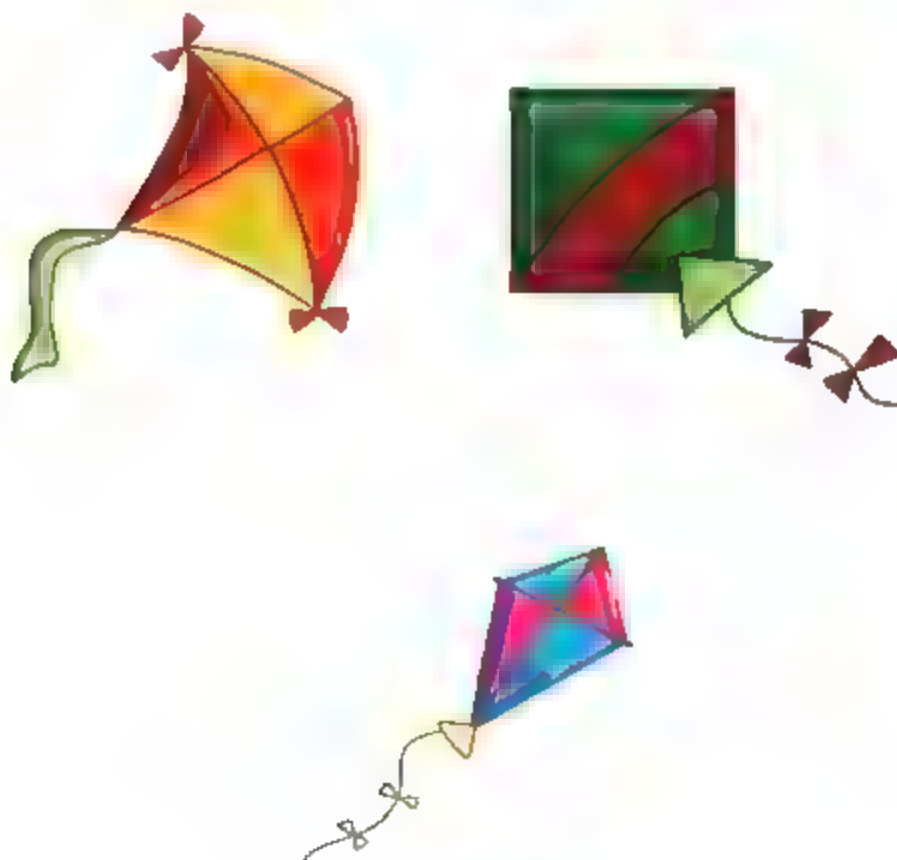
B. **Read the instructions on how to make a simple kite. In small groups, one reads out the instructions and the others follow them to make the kite.**

Instructions for making a simple kite

1) Fold your A4 paper in half (like you are folding a card).
2) Take the top corner and place it on the opposite side.
3) Do the same on the other side.

4) Staple them in place.
5) Make a tail for your kite.

6) Put a hole punch around 1-2 cm from the staple and press to make a hole
7) Thread the string through the hole and tie in place.
8) Hold the end of the string and wave it around to fly it!

C. Project: Use the instructions given in the box above to make your own kite at home. You may decorate your kite with coloured papers, stickers and paint. You may use one of the following samples for decorating your kite.

Bring your kite to the class on the day fixed by your teacher. Your school/class may organise a "Kite Festival" with all the kites made by you.

Rhyme

Hello hello

A. Listen to the rhyme and repeat after your teacher.

Hello, hello.
Can you clap your hands?
Hello, hello.
Can you clap your hands?

Can you stretch up high?
Can you touch your toes?
Can you turn around?
Can you say, "Hello"?

Hello, hello.
Can you stamp your feet?
Hello, hello.
Can you stamp your feet?

Can you stretch up high?
Can you touch your toes?
Can you turn around?
Can you say, "Hello"?

Hello, hello.
Can you clap your hands?
Hello, hello.
Can you stamp your feet?

Rhyme

B. Listen to each instruction given in the rhyme. In pairs, ask and answer the following question.

A: Can you clap your hand?

B: (Claps) Yes, I can.

Grammar focus: You may request someone to do something using the following structure–

- Can you + verb (action word) + ... + please ?

Examples:

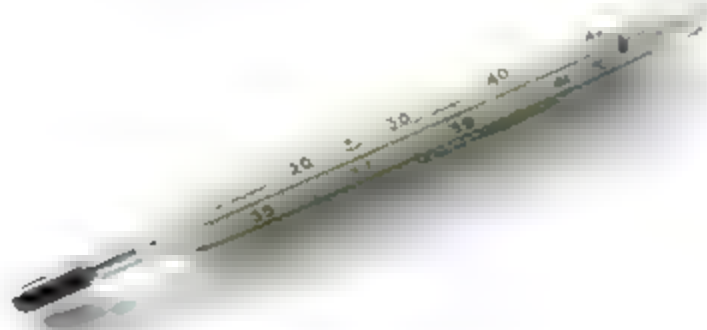
- Can you open the door, please?
- Can you move your seat, please?

2025

Following and giving instructions

A. **Follow your teacher as she/he shows you how to use a simple thermometer. Take note of all the important steps followed by your teacher.**

B. **Now, listen and read the instructions for using a simple thermometer.**

1) Shake the thermometer well
2) Put the tip under your armpit
3) Make sure the thermometer is touching skin.
4) Press your arm to hold the thermometer.
5) Leave it there for two-three minutes.
6) Remove the thermometer.
7) Hold it at your eye level.
8) Follow mercury line that shows your temperature.
9) Record the temperature and wash the thermometer.

C. **In pairs, tell your partner the steps for taking someone's temperature using a simple thermometer.**

2025

D. **These are the instructions on a school library card. Some of the instructions are 'Don'ts' and others are 'Dos'. Listen to the instructions and repeat after teacher.**

1) Use the books with maximum care
2) Please return the book timely.
3) Don't fold over the pages.
4) Don't write inside a book.
5) Always keep the book with face up.
6) Don't lose or damage a book.
7) Pay your library fees regularly.

E. **In pairs, use the table given below and list the above instructions under the headings 'Dos' and 'Don'ts'.**

Dos	Don'ts
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

2025

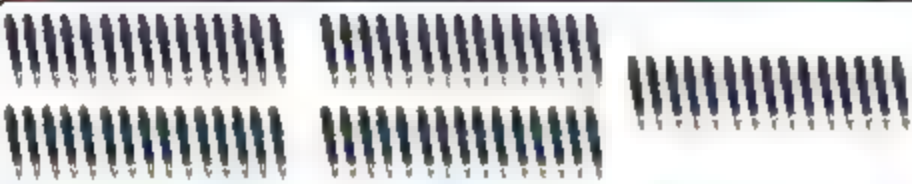
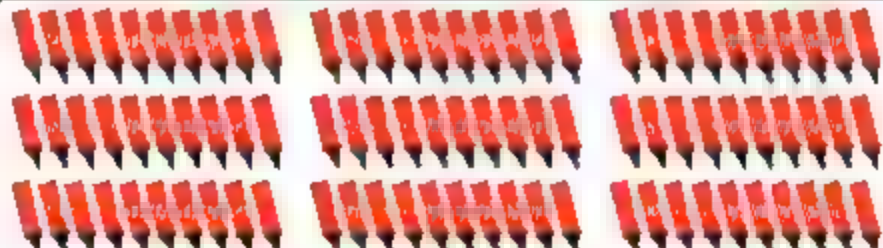
Carrying out and making requests in everyday life

A. Look at the pictures and match each of them with a request given in the box.

A. Hello, can I borrow your pencil please? B. Sure.
A. Hi! Can I have an orange juice, please? B. Of course. I will make you one.
A. Excuse me. Can I borrow this book, please? B. Sorry, this book is not for borrowing.
A. Excuse me. Can you tell me the way to the Zainul Park, please? B. It's on Kachari road, next to the big playground.
A. Hello! I would like to change my ticket. Can you help me, please? B. Well. Let me check your ticket first.
A. Hi! Can you help me solve this puzzle, please? B. Hmm. Let me give a try.

B. Now, in pairs, practise the dialogues given in activity A.

Carrying out and making requests in everyday life

C. Match the requests (A) with suitable responses (B). Write the responses under the requests. One is done for you.

Requests (A)	Responses (B)
1. A: Could you please call me this evening? B: Of course. I have your phone number.	Sorry. I have only one pen.
2. A: Can you repeat that, please? B:	Yes, please. I will see you at 9:00.
3. A: Can I take a break from my study now? B:	Yes, you have been studying for a long time.
4. A: Could I have a look at your newspaper? B:	Sure. I am saying it again.
5. A: Can I borrow a pen from you, please? B:	Sorry, but I am reading it now.
6. A: Can we meet at 9:00 in the morning? B:	Oh, yes. Sorry for your inconvenience.
7. A: Can you turn down the music, please? B:	Of course. I have your phone number.

D. Guessing game

Play the game in pairs. Partner **A** will request **B** for something. She/he will use gestures/mime to make the request and must not speak out. Partner B will guess and follow the request. **A** and **B** take turns and continue.

Example. **A** may request **B** (through gestures/mimes) for borrowing his/her pen/book/*khata* (copy) etc. **B** will try to guess the request and act to follow it.

Numbers 71-90

A. Count, listen and say the numbers.

75

83

90

B. Read and say the numbers.

C. Game.

Pairwork. Every student takes a number card or wooden or plastic number in figure from 0 to 9. Every pair makes a number (from 71 to 90) and say the number.

Continue ... .

2025

D. Write the missing numbers.

	72	

	80	

	89	

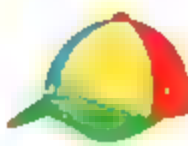
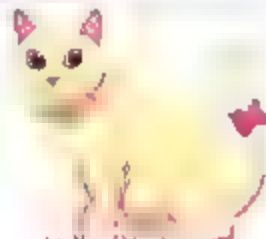
	83	

	77	

	86	

E. Game: Pick up a number card from the basket and say the number.

F. Rearrange the numbers.

Continue (up to 90) . ...

Let's Play with Sounds and Numbers

Say the middle sounds /æ/ and /e/

A. Look, listen and say the words.

B. Look and listen. Say the words and their middle sounds /æ/. Finally, say the words again, for example:

	T. bag	Ss: bag
	T. a (/ æ/)	Ss: a (/æ/)
	T: a (/ æ/)	S1: a (/ æ/)
	T: bag	S2: bag
	Continue	
	Continue as above	
	Continue as above	
	Continue as above	

2025

Say the middle sounds /æ/ and /e/

C. Look, listen and say.

a cat on a mat	
a hat on a cat	
a bag on a mat	

D. Look, listen and say the words.

E. Look and listen. Say the words and their middle sound /e/, and then say the words again, for example:

T: pen Ss: pen

T: 'e' Ss: 'e'

T: pen Ss: pen Continue ....

2025

Say the middle sounds /œ/ and /e/

F. Look, listen and say.

A den and a hen

Ten men look into

A tiger's den.

They see no tiger,

But a fat red hen.

G. Listen to each of the following pairs of words. Write S (same) if the middle sounds of a pair are the same. Write D (different) if the middle sounds of a pair are different. One is done for you.

1.	pen	pan	D
2.	man	men	
3.	bag	mat	
4.	pen	ten	
5.	bed	cat	

H. Listen and say.

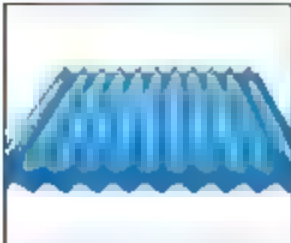
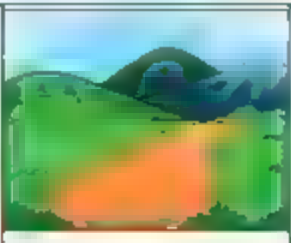
T: (writes on board) pen　　T: fan

S1 . .. .　　S2: ....

2025

Let's practise

1. Say the following words and their middle sounds /æ/

can	man	happy	bad

2. Say the following words and their middle sounds /e/

den	bed	pet	leg

3. Circle the words that have middle /ae/ sound and underline the words of middle /e/ sound.

Cat pen man bed

pan ten

red hen hat cap

2025

Say the middle sounds /ɪ/ and /i:/

A. Look, listen and say.

tin	pin	hill	pill

B. Look, listen and say each word. Then say the middle sound. Finally, say the word again, for example:

T: tin Ss: tin

T: 'i' Ss: 'i'

T: tin tin Continue . ...

C. Listen to a word and say its middle sound, for example:

T: pin Ss: 'i'

T: hill Ss: 'i' Continue ......

D. Look, listen and say the words.

bean	sleep	sheep	feed

2025

Say the middle sounds

E. Look, listen and say the words in D above. Then say their middle sounds. Finally say the words again. For example:

T: bean Ss: bean

T ea (/i:/) Ss: ea (/i:/)

T bean Ss: bean Continue ...

F. Listen and say the following pairs of words. Now read the pairs aloud.

1. slip	sleep	4. ship	sheep
2. still	steel	5. hit	heat
3. bean	bin	6. bin	fin

G. Listen to each of the pairs of words in F above. Write S (same) if the middle sounds of a pair are the same. Write D (different) if the middle sounds of a pair are different.

Let's practise

1. Circle the words that have /i/ sound and underline the words with /i:/ sound.

Feed , nil, fill, sheep, tin,

Ship, slip, bean

2025

Rhyme

Row, Row, Row Your Boat

A. Match the pictures with the names of the animals.

Polar bear

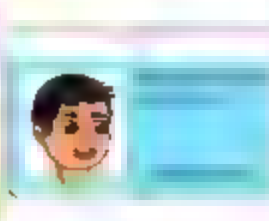
Lion

Crocodile

B. Listen to the rhyme. When you listen to the name of an animal clap for three times.

C. Now, read aloud the rhyme below.

Row, Row, Row Your Boat

Row, row, row your boat
Gently down the stream
Merrily, merrily, merrily, merrily
Life is but a dream.
Row, row, row your boat
Gently up the creek.
If you see a crocodile
Don't forget to shriek!
Row, row, row your boat
Gently down the stream.
If you see a polar bear
Don't forget to shiver!
Row, row, row your boat
Gently to the shore
If you see a lion there
Don't forget to roar!

D. Do you have a similar rhyme in your own language? If so, please share it in whole class.

Vocabulary

stream – small river	shiver – to shake in cold
merrily – happily	shriek – a loud high shout
creek – bay	shore – land bordering sea/river

2025

Say the middle sounds /ɑ / and /ʌ/

A. Look, listen and say the words.

B. Listen and say the words in A above and their middle sounds. Finally, say the words again, for example:

T: cart Ss: cart

T: a (/ɑ /) Ss: a (/ɑː/)

T: cart Ss: cart

T: Say the middle sound in hard. S1: ....

Continue ......

C. Look, listen and say the words.

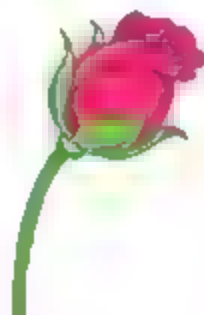
Say the middle sounds /ɑ / and /ʌ/

D. Listen and say the words with their middle sound /ʌ/ (short).

T: bud	Ss: bud
T: u (/ʌ/)	Ss: u (/ʌ/)
T: bud	Ss: bud
T: cut	S1: cut / u (/ʌ/)

Continue ...

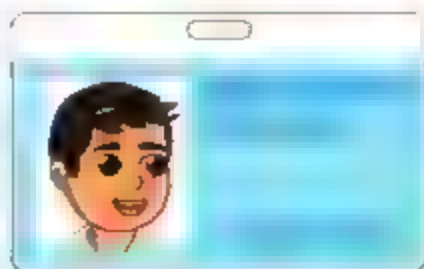
E. Look, listen and say.

The bard sings.

The flower is in bud.

The cut in his finger is bad.

They live in a hut.

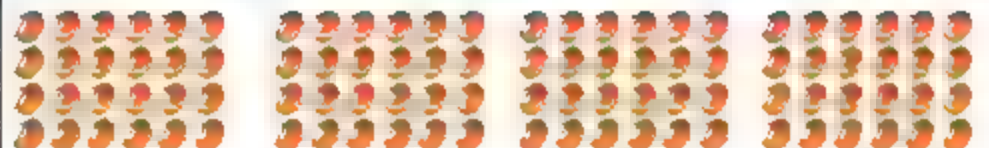
Show me your ID card.

2025

Say the middle sounds /ɑ / and /ʌ/

F. Listen to each of the following pairs of words. Write S (same) if the middle sounds of a pair are the same. Write D (different) if the middle sounds of a pair are different.

1. heart hut
2. bud bun
3. cut cart
4. mug jug
5. bard bud

6. barn bun

G. Listen. Then write the word you hear. Finally, say the words you have written.

hut cart, jug, bard, tub, heart, nut

Let's practise

1. Listen and clap your hands for the word that has the middle sound /ɑ./ and /ʌ/

start	part	nut	cut
shut	far	mart	cart

2025

Numbers 91-100

A. Count, listen and say the numbers.

B. Listen, say and read the numbers.

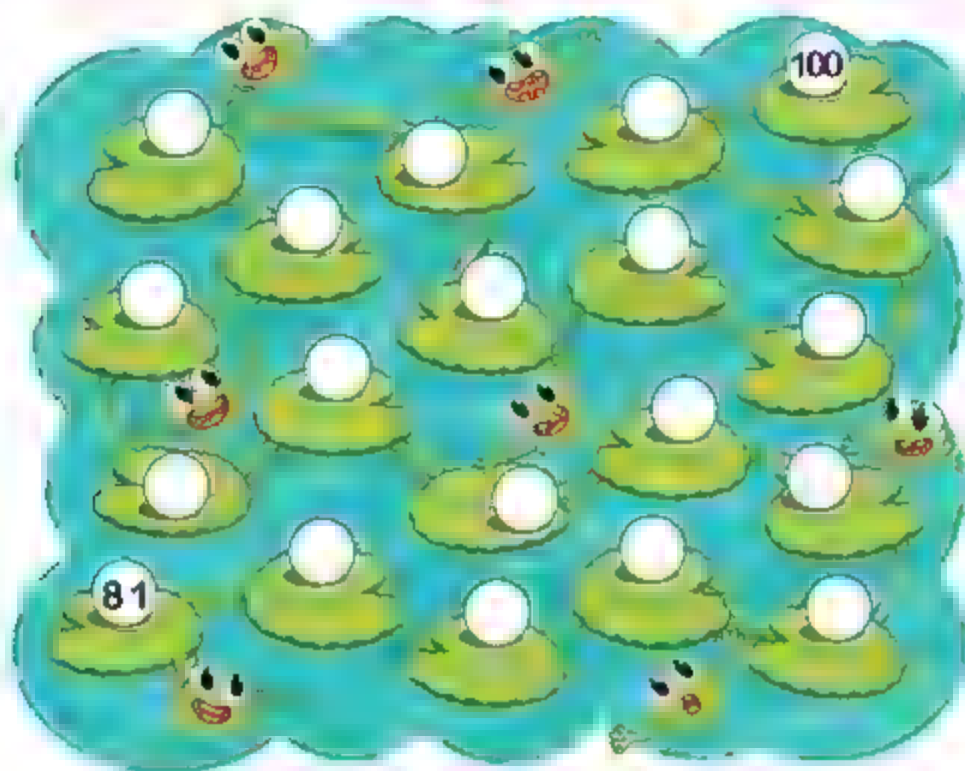
91	92	93	94	95
96	97	98	99	100

C. Game.

Pairwork: Every student takes a number card or wooden or plastic number in figure from 0 to 9. The pair that makes a number (from 91 to 100) will come forward and say the number.

Continue.. . .

Numbers 91-100

D. Let's write the numbers from 81 to 100 and say. Two are done for you.

E. Pick up a number card from the basket and say the numbers 13, 30, 14, 40, 15, 50, 16, 60, 17, 70, 18, 80, 19 and 90.

F. Say and write the numbers from 1 to 100.

Ordinal numbers

A. Look. Read the names of the months.

Calendar-2025

January

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			2	3	4	5
6	7	8	9	10		12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					2	3
4	5	6	7	8	9	10
	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			2	3	4	5
6	7	8	9	10		12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10		12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

September

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4		6
7	8	9	10	11		13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Grammar focus: We use capital letter for the first letter in the names of the months.

Example: February, March, December, etc.

2025

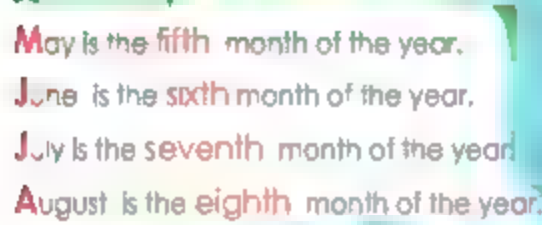
Ordinal numbers

B. Read and say as the months come one after another.

January is the first month of the year

February is the second month of the year.

March is the third month of the year.

April is the fourth month of the year

May is the fifth month of the year.

June is the sixth month of the year.

July is the seventh month of the year.

August is the eighth month of the year.

September is the ninth month of the year

October is the tenth month of the year.

November is the eleventh month of the year

December is the twelfth month of the year

C. Read. Write the ordinal numbers.

cardinal number		ordinal number		cardinal number		ordinal number	
1	one	first	1st	6	six	sixth	6th
2	two	second	2nd	7	seven	seventh	7th
3	three	third	3rd	8	eight	eighth	8th
4	four	fourth	4th	9	nine	ninth	9th
5	five	fifth	5th	10	ten	tenth	10th

D. **Look at the school library. Fill in the blanks with the ordinal number following the book shelf. One is done for you.**

Book name	Shelf no.	Book name	Shelf no.
Health care		Novel	
Liberation war		Art	
Travel		Religion	
Poetry		Rhyme	
Science fiction		Fable	(1st shelf)

Ordinal numbers

E. Project work.

Every student will create a home library. They will consider the availability of book shelf, suitable space, sufficient light, comfortable seating, numbering (ordinal) of the shelves. The student will invite the teachers and friends to visit the home library

Let's practise

1. Complete the name of the months. Use ordinal number in the left column. One is done for you.

Ordinal number	Name of the month	Ordinal number	Name of the month
1st	January		___une
	___ebruary		___uly
	___arch		___ugust
	___pril		___eptember
	___ay		___ctober

2. Write the short form of the ordinal number

a. Second ☐ b. third ☐ c. Eighth ☐

3. Complete the sentence with the ordinal number.

a. January is the ________________ month of the year

b. March is the ________________ month of the year.

c. April is the ________________ month of the year

d. July is the ________________ month of the year.

e. September is the ________________ month of the year

2025

Unit 5 Their Days

Joyful school time 1

A. Look at the pictures. What are they doing?

B. Read.

Porshi lives in Kushtia. She goes to Chechua Government Primary School. She is in class three. There are some student groups in the school. Every group includes students of classes 3, 4 and 5. A teacher leads a group. The Headteacher also leads a group and supervises others. Every Thursday, the groups clean the school by turns. They clean the play ground, wash block, classrooms, the garden, etc. They always use bins. Students help each other. Porshi joins one of the groups and enjoys the following cleaning activities.

Joyful school time 1

group name	week	area
Padma	1st	classroom
Meghna	2nd	play ground
Jamuna	3rd	wash block
Surma	4th	garden

Grammar focus. We use capital letter for the first letter in the names of the persons places and things. We also use capital letter for the first letter of the first word in a sentence.

Example: Porshi lives in Kushtia. She loves her school.

C. Ask and answer the following questions.

1. Where does Porshi live?
2. What does Padma group clean in the 1st week?
3. Who supervises the groups of students?
4. When does Surma group clean garden?
5. How many classes are there in a group of students?

D. Fill in the blanks with the words from the boxes.

love	teacher	roof	3rd	primary	Jamuna	2nd

1. Porshi goes to a .... school.
2. A .... leads a students' group.
3. In the .... Week, ... group cleans the wash block
4. I like the .... garden.
5. Do the students .... their school?

2025

E. Project work: Make a cleanliness plan for yourself and share with others. One is done for you.

week	day	clean
1st	Friday	dress

Finally, follow the plan at home and invite your teacher and friends.

Let's practise

1. Read the sentences. Write True or False.

a. Porshi lives in Jessor. ____________

b. Students help each other. ____________

c. The Head teacher also helps the students. ____________

d. Students don't use bin always. ____________

e. Porshi likes the cleaning activities. ____________

2. Use capital letters where necessary.

a. Porshi is from kustia.

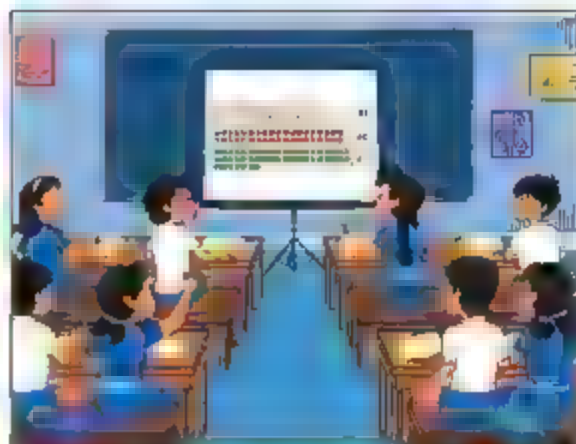
b. She reads in mirpur government primary school.

c. students help each other.

d. faria likes cleaning activities.

2025

Joyful school time 2

A. Look at the pictures. What are they doing?

B. Read.

Rani and Porshi are neighbours. Rani is a special need student Every day, she goes to school with Porshi. They are attentive in the class. Every Sunday, students change their seats. But Rani always sits in the same chair. The students follow the sitting plan in the class. Rani and her friends enjoy their classes. They like group work, pairwork, role play, project work, etc. in the classes. Sometimes, teachers give lessons outside the classroom. Rani joins these classes in a wheel chair. Rani and her friends enjoy these classes very much. They also like audio and video clips which are used in the classes. Every Thursday, students borrow story books from the school library.

Joyful school time 2

C. Read the text in activity B again. Ask and answer the following questions. Now write the answers.

1. Who is a special need student?
2. How does Rani join lessons outside the classroom?
3. Where do the students borrow story books from?
4. Why do you read story books?

Grammar focus:

We use **capital letters** for the first letter in the names of the days.
Example: Rani borrows story books on Thursday.

Noun: A noun is a word that represents a person, place, thing etc.
Example: Porshi, Kushtia, Padma, Book, etc.

Pronoun: A pronoun is a word that is used to replace or refer to a noun in a sentence.
Example: He, She, They, It, etc.

Verb: A verb is a word that expresses an action.
Example: Go, Clean, Give, Enjoy, etc
Noun, pronoun and verb are called parts of speech.

D. Correct the sentences using capital letters.

porshi and rani go to school. moloy is their friend. his village is fulbari. the river padma flows by his village. friday and saturday are their holidays.

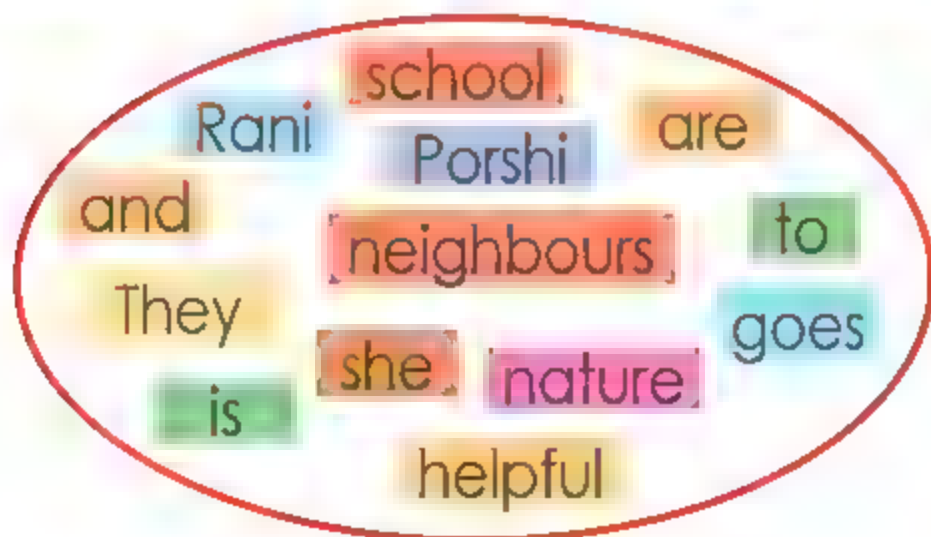
2025

Joyful school time 2

E. Pairwork: Read the text in section B. Find out the parts of speech. One is done for you.

Noun	Pronoun	Verb
Rani	she	goes

F. Game: Let's make sentences with the words from the circle. You can use a word more than once. One is done for you. Finally, write the sentences in your notebook.

2025

Let's practise

1. Rearrange the jumbled words to make a sentence.

a. Sujan child need special a is

b. Kajal are neighbours Kanta and

c. Anup attentive is class in the

d. enjoys Arnab classes the

e. Sunday students their clean school on

2. Circle the nouns, underline the pronouns and tick the verbs below:

chair	borrow	they
these	sit	Sunday
play	her	library

Osman's village life

A. Look and read.

Osman lives in a village. He gets up early in the morning First he gets ready for breakfast Then he brushes his teeth and studies for some time. After study, he prepares for school. Osman returns home in the afternoon Again, he studies in the evening.

In the afternoon, Osman plays with his friends. Sometimes, he goes fishing in the river with his father. Every Friday, he borrows story books from the village library. In the free time, Osman goes around the village to see birds, trees, paddy fields, etc. Osman is proud of his village.

B. Read the text in the section A. Choose the correct answer.

1. Osman borrows story books from ... .

a. the school b. his father c. the village library

2. Osman brushes his teeth ... .

a. after breakfast b before breakfast c. early in the morning

3. Osman studies in the ... .

a afternoon b. free time c morning and the evening

2025

Osman's village life

C. Match the words in column A with the words of similar meaning in column B. One is done for you.

A	B
get up	learn
beautiful	support
help	rise
breakfast	pretty
study	morning meal

D. Pairwork. Let's read the text in section A again. List the nouns, prouns and verbs in the following table.

Noun	Pronoun	Verb

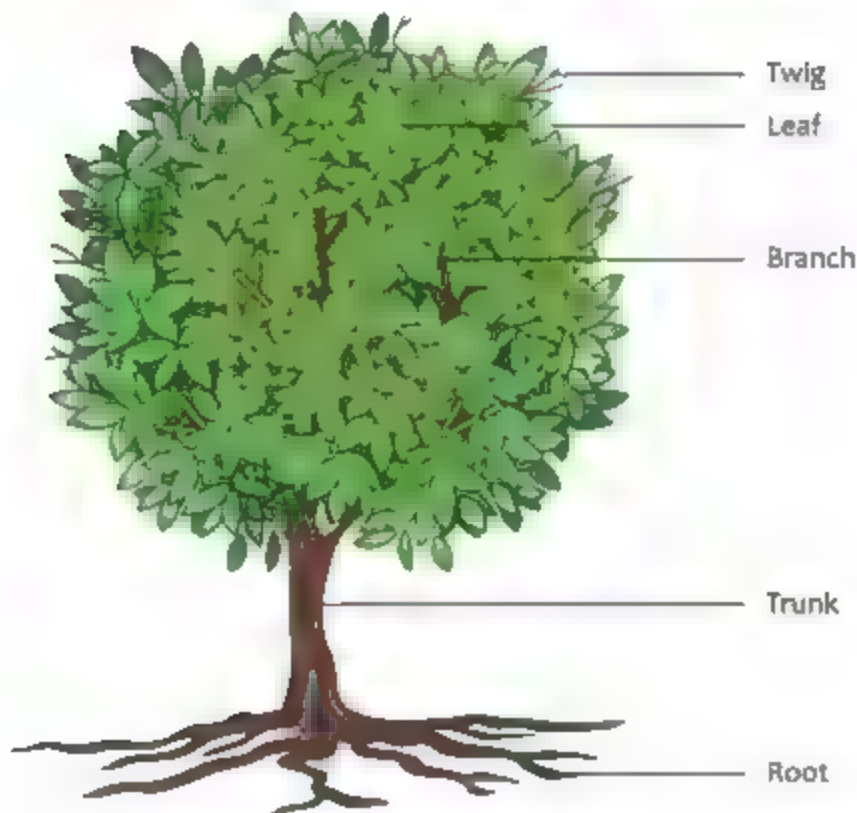
E. Write a short paragraph on "My village life" by answering the following questions.

1. What's the name of your village?
2. Where is your village?
3. How beautiful is your village?
4. How do you spend your time in the village?
5. Do you love your village?

2025

Osman's village life

F. Let's go outside the classroom with your teacher. Observe a tree and write the names of the different parts of that tree. You can use the following words from the box.

root	eaf	branch	trunk	twig

G. Project work. Let's look at a cat and write the names of its 5 different parts.

Let's practise

1. Match the word meaning with column A and column B. One is done for you.

Column A	Column B
get up	read
ready	prepare
borrow	boast
study	loan
proud	wake up

2. Put the words in the right column.

live, he, breakfast, school, she, study

Noun	Pronoun	Verb

3. Choose the right word to complete the sentence.

a. Osman lives in a ....

(i) town (ii) village (iii) slum

b. Sometimes, he goes fishing in the river with his ....

(i) brother (ii) uncle (iii) father

c. Every Friday, he borrows storybooks from the village ....

(i) fair (ii) library (iii) market

2025

Oyshi's city life

A. Look and read.

Oyshi and her family live in a city. Oyshi goes to school with her father. After school, she returns home with her mother. They always use the zebra crossing and foot overbridge. Oyshi plays with her brother in the afternoon.

They have a beautiful roof top garden. Oyshi helps her parents with gardening. She waters the plants in their garden. Oyshi likes to live in a green city. Every Friday and Saturday, Oyshi attends an art class at 'Bangladesh Shishu Academy'.

She borrows story books from the 'Mobile Library of Bishwo Shahitto Kendro' on Wednesday. Oyshi loves her city very much.

Oyshi's city life

B. Read the text in section A. Choose the correct answer.

1. Oyshi goes to school with her ...

   a. father b. brother c. mother

2. How many days does Oyshi attend the art class in a week?

   a. one day b. two days c. three days

3. Green city is a city where we can see more ...

   a. schools b. zebra crossings c. trees

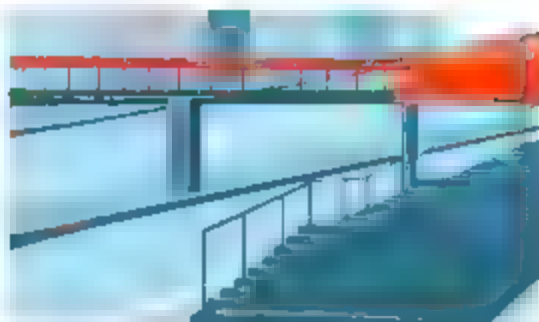
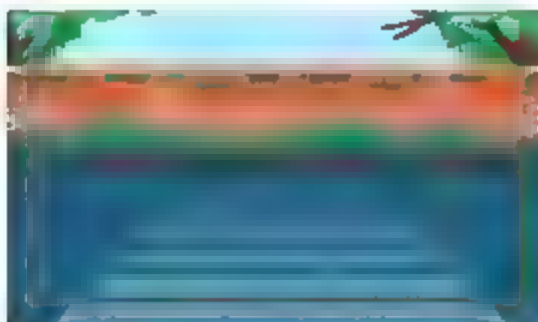
C. Match the words in column A with the words with similar meaning in column B.

A	B
return	take something from someone
parents	school
borrow	come back
academy	mother and father

D. Pairwork: Let's rearrange the words to make sentences. One is done for you.

book a she borrows	She borrows a book.
he group work the presents	
shirt my is beautiful	
want a city we green	
Titu his city clean keeps	
holiday Friday is a	

Oyshi's city life

E. Write a sentence about each picture.

F. Write a short paragraph on "My city life" using the following clues.

school name garden zebra crossing shopping

G. Make a list of the things and activities you like in your village or city. One is done for you.

Village	City
Fishing	Gardening

2025

Oyshi's city life

H. Project work: Let's go to the vegetable shop with your mother. Which vegetables of the following box you have seen in the market? Make list and share your list with others in the next class.

cabbage, cauliflower, pumpkin, chilly, ginger, gourd, cowpea, turnip, parb e, bottle gourd, bean, turmeric, lady's finger

2025

Let's practise

1. Write short answers to the following questions.

a. Where does Oyshi live?

b. What does she use to cross the road?

c. Why does she help her parents?

d. Where does she love to live in?

e. When does Oyshi attend her art class?

2. Read the following sentences. Write True or False.

a. Oyshi lives in a village.

b. She gives water to their garden.

c. She attends art classes on Friday.

d. Oyshi loves roof top gardening.

e. She loves living in a green city.

3. Fill in the gaps with the right words from the box.

family	returns	helps	water	borrows

a. Oyshi lives with her ____________.

b. She ____________ from school with her mother.

c. She ____________ her parents to make the garden.

d. She puts ____________ to the plants.

e. She ____________ storybooks from the Mobile Library.

2025

Rhyme

Rain Rain Go Away

A. Make a list of all the members in your family. Then share your list with a partner in pair.

B. Listen to the rhyme. Clap every time you hear of a family member.

C. Read the rhyme aloud, first individually, then in pairs.

Rain Rain Go Away

Rain, rain, go away
Come again another day.
Our daddy wants to play
Rain, rain, go away.

Rain, rain, go away
Come again another day
Sweet mommy wants to play
Rain, rain, go away.

Rain, rain, go away
Come again another day.
Dear brother wants to play
Rain, rain, go away.

Rhyme

Rain, rain, go away

Come again another day.

Lovely sister wants to play

Rain, rain, go away.

Rain, rain, go away

Come again another day.

Little baby wants to play

Rain, rain, go away.

Rain, rain, go away

Come again another day.

All the family wants to play

Rain, rain, go away.

Note: "Rain Rain Go Away" is a popular English language nursery rhyme that was published in the 17th century or earlier. Since then, a wide variety of alternatives have been recorded.

2025

Cleanliness

Good habits

A. Look and say.

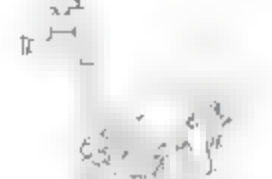
B. Read and colour.

clothes

playing

shoes

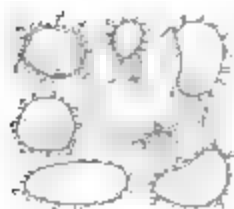
fingernails

dirt

washing hands

germs

soap

eyes

2025

C. Read the text.

Little boy Nusair loves to play with his friends. He enjoys playing in the field. Sometimes, he comes back home with dirty clothes and shoes.

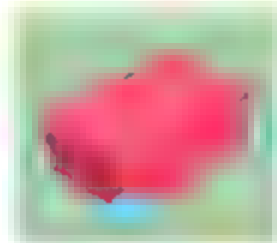
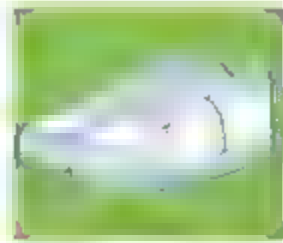
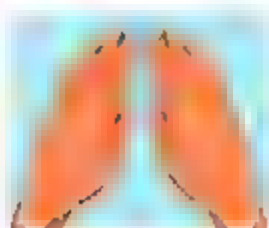
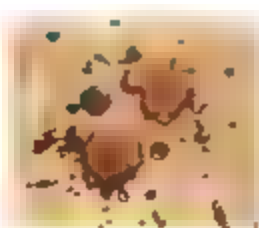
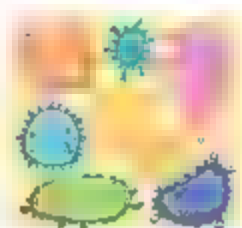
Nusair's mother is Jesmin Akter. One day she notices some dirt under Nusair's fingernails. She tells him, "There are germs in the dirt. Don't touch your mouth, nose or eyes with dirty hands. Dirt can make you sick. So, wash your hands properly to clean the germs."

Nusair does not know how to wash his hands properly. His mother shows him how to clean hands with soap and water. She then tells Nusair, "Always wash your hands before eating and after playing." From that day Nusair never forgets to wash his hands regularly. This good habit makes him healthy.

D. Write the word under each picture.

....

....

2025

E. Circle True or False for the sentences below.

a) Nusair loves to play alone.	True	False
b) Nusair plays in the field with his friends.	True	False
c) He comes from the field with dirt.	True	False
d) Germs are found in dirt.	True	False
e) Nusair follows what his mother says	True	False

F. Look and read.

Singular		Plural	
cloth		clothes	
shoe		shoes	
eye		eyes	
hand		hands	

Grammar focus:

To make plurals, we usually add s to the end of a word. For words ending in sh, ss, x or z, add es. For words ending in y, change the y to i and add es.

G. Write and say the plural forms for each word.

apple .. . .   door ....

book ....   baby ....

box . .. .   fish ....

bench . ...   plate .. ..

H. Read the text in activity C again. Ask and answer in pairs.

a) Who loves to play with friends?

b) How does Nusair look when he comes back home?

c) Who notices dirt under Nusair's fingernails?

d) What can make us sick?

e) Why do we need to wash hands properly?

f) What should we use to wash hands?

g) What advice does Jesmin Akter give to Nusair?

h) What habit makes Nusair healthy?

2025

Good habits

I. Write the answers to the questions given in Activity H.

a) ....

b) ....

c) ....

d) ....

e) ....

f) ....

g) ....

h) ....

2025

Let's practise

1. Rearrange the letter to make words. Start with the capital letter.

S e h o ________

r D t i ________

H n a d ________

p S a o ________

e E y ________

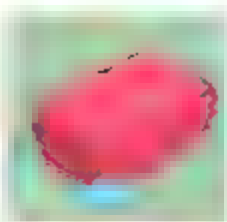
o t C l h ________

2. Match column A with column B.

Column A	Column B
enjoy	parts of the body
dirty	not clean
germ	to like something
finger	virus
wash	clean with water

2025

Steps of washing hands

A. Look and say.

water soap tap towel

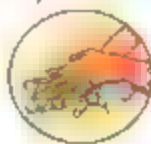
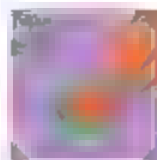
B. Read and say.

Dirty hands can spread germs. So, washing hands is important. It is the best way to prevent germs.

Follow the steps to wash your hands properly.

1. Open the tap. Wet your hands with clean water.
2. Turn the tap off

3. Apply soap on your hands.

4. Rub your hands for at least 20 seconds.
5. Clean the back of your hands, fingers and under the nails.

6. Open the tap. Rinse your hands well with clean water.

7. Turn the tap off again.

8. Wipe your hands with a clean towel.

2025

Steps of washing hands

C. Look at the steps of washing hands. Put the steps in order. Number them from 1 to 6.

	Rinse your hands with clean water.
	Rub your hands for at least 20 seconds.
	Put soap on your hands.
	Open the tap. Wet your hands with clean water. Turn the tap off.
	Wipe your hands with a clean towel.
	Rub the back of your hands, between fingers and under the nails.

D. Complete the sentences. Use the right words from the box.

rub	use	rinse	wash	wipe	turn

a) .... your hands for at least 20 seconds

b) .... soap on your hands.

c) .... your hands with the soap.

d) .... your hands with clean water.

e) .... the tap off.

f) .... your hands with a clean towel

2025

Steps of washing hands

E. Write and draw.

Washing hands helps you to be healthy. What other things can you do to be healthy? Draw a picture and write about them.

Example: Physical exercise

F. Let's wash our hands in the wash block. Follow the steps given in Activity B to wash hands.

2025

Let's practise

1. Write True or False for the sentences below.

a. Dirt spread germs. ....

b. Washing hands cannot prevent germs .. ..

c. Open the tap first to wet your hands. ... .

d. Turn the tap off before rubbing your hands. ....

e. Cleaning the back of the hands is not important . ...

2. Make a sentence with each of the following words.

a. water ____________________________________

b. soap ____________________________________

c. tap ____________________________________

d. towel ____________________________________

e. dry ____________________________________

3. Answer the following questions.

a. How can we prevent germs?

b. Which things do you need to wash hands?

c. Which parts of your hands do you need to clean?

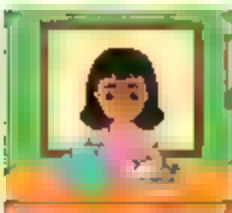
d. How do you dry your hands?

2025

When to wash our hands

A. Look at the pictures. Match them with the phrases. One is done for you.

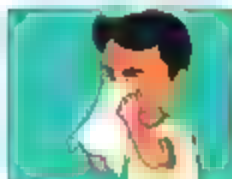
eating food

touching a wound

using a toilet

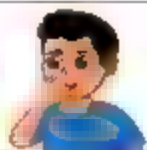
sneezing

touching garbage

2025

When to wash our hands

B. Read and say.

Washing hands is a good habit. Read about when we should wash hands

- before and after eating food

- before and after touching the nose, the mouth and the eyes

- before and after touching a wound

- after using the toilet

- after coughing or sneezing

- after touching a pet or an animal

- after playing outside

- after touching garbage

2025

Wash your hands during these times to stay healthy.

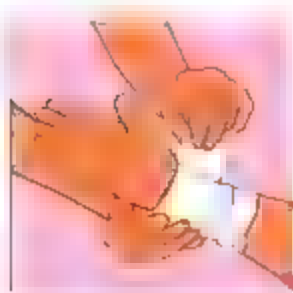
When to wash our hands

C. Read the text again. List the activities in the right column. One is done for you.

Washing hands	
Before	After
• eating food	

D. Pairwork: Look at the pictures. Say when you should wash your hands. One is done for you.

We shou d wash our hands after using toilet.

2025

When to wash our hands

E. Read the text in B again. Ask and answer in pairs.

1 How do you wash your hands?

2 Why should you wash your hands?

3 When should you wash your hands?

F. How do you advise others to wash hands properly? Use the following clues to write about it.

- Use clean water and...
- Rub your hands ...
- Wipe your hands ...
- Wash hands before ...
- Wash hands after . . .

Let's practise

1. Fill in the blanks with the correct word from the box.

food, animal, habit, healthy, toilet

Washing hands is a good ____________________ . You should wash hands before and after eating ________________ . Do not forget to wash your hands after using the _______________ You must wash your hands after touching an ____________________ Wash your hands regularly to stay _______________ .

2025

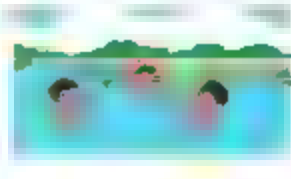
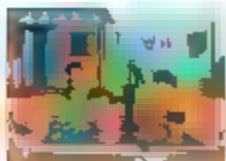
Save Our Water

A. Look and say.

Water pollution

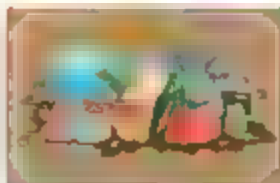
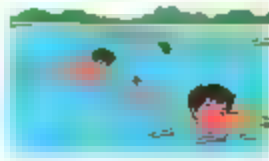
B. Read and say.

danger

river

bathing

washing clothes

rubbish

swimming

2025

Water pollution

C. Read the text.

Shihab and Kaniz are walking to school along the river. At one place, they stop to see something. Some people are bathing in the river. Some are washing their clothes. A man throws some rubbish into the river. Shihab and Kaniz become upset. They request the man, "Please, don't throw the rubbish into the river. It pollutes the water."

Shihab and Kaniz also see some polythene bags, plastic bottles and some other things floating on the river. They start talking about it.

Kaniz: Look Shihab, the water is so dirty!

Shihab: Yes, Kaniz. We can't bathe in this polluted water.

Kaniz: Fish also can't swim easily.

Shihab: Yes. Sometimes, the fish gets caught into polythene bags. It puts them in danger.

Kaniz: You are right. We should save them.

Shihab: Sure. We must keep the water clean.

Kaniz and Shihab reach their school and share this story with their friends. They discuss how to keep the water clean and safe.

2025

D. Circle True or False for these sentences.

a) Shihab and Kaniz go to the same school.	True	False
b) Shihab stops beside the river.	True	False
c) Kaniz sees people catching fishes in the river.	True	False
d) Rubbish makes the river water dirty	True	False
e) Fishes can swim easily in dirty water.	True	False

E. Correct the false sentences from Activity D. Write them in your exercise book.

F. Read the text in C again. Ask and answer in pairs.

a) What do Shihab and Kaniz see in the river?

b) Why do they feel upset?

c) What things do they see floating on the river?

d) Why is the fish in danger?

e) How is the water polluted?

f) How can you keep the water clean?

G. Write the answers to the questions of Activity F in your exercise book.

2025

Let's practise

1. Match the words of column A with the meaning given in column B.

Column A	Column B
danger	washing with water
upset	garbage
bath	at risk
rubbish	to make something dirty
pollute	sad

2. Fill in the blanks with the correct words from the box.

request, dirty, clean, river, rubbish,

Shihab and Kaniz are walking to school along the river. They see some people are bathing in the __________. They find a man throw __________ into the river. They __________ the man not to throw rubbish into the river. The river water becomes __________. We must keep the water __________.

2025

Uses of water

A. Look and say.

B. Read the text.

Water is called life. All humans, animals and plants need water to live. Oceans, rivers, rain and ponds are the main sources of water. We need water every day. We use water for drinking, cooking, bathing and cleaning. Animals drink water every day. Plants and trees also take water from the soil for their growth. The farmers use water to grow crops. So, we cannot live without water.

Sometimes, we do not get clean water for our everyday use. We pollute the water sources. It degrades the quality of water. Polluted water is also dangerous for our life. So, we must save water from pollution. We should not throw any rubbish, plastics, etc. into ponds, rivers and oceans. We must keep the rubbish in a fixed place.

Uses of water

C. Complete the sentences with the right words.

soil	damages	life	dangerous	water

a) Water is a part of our................

b) Animals need ....to live.

c) Plants take water from the . . ..

d) Pollution .. .. the water quality.

e) Polluted water is ... .for our life.

D. Read the text in B again. Ask and answer in pairs.

a) What are the main sources of water?

b) What do we do with water in our everyday life?

c) Why do trees take water from the soil?

d) How can you save water from pollution?

e) Why should you keep all rubbish in a fixed place?

E. Write the answers to the questions of Activity D in your exercise book.

2025

Let's practise

1. Rearrange the letters to make words. Start with the capital letter.

P a l t n ________

i n R a ________

S i o l ________

C o p r ________

r m F a e r ________

2. Write True or False for the sentences below:

a. Water is important for our life.

b. Trees and crops are the sources of water.

c. Plants take water from the soil.

d. Pollution increases the water quality.

e. We should throw rubbish at any place

3. Make a sentence with each of the following words.

a. plant ________________________________

b. pond ________________________________

c. pollution ________________________________

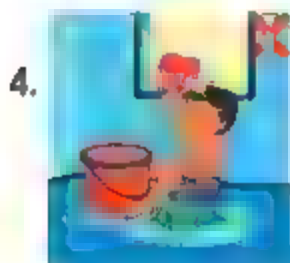
d. drink ________________________________

e. throw ________________________________

2025

Saving water

A. Read the text.

The need for clean water is increasing. One day, we may not have enough clean water. So, we should start saving water now. Here are some tips to save water in our everyday life

1. Turn off the tap when you brush your teeth.
2. Turn off the tap after you wash your face.
3. Do not use too much soap to wash your hands.
4. Do not use too much water when you take a bath
5. Drink all the water in the glass
6. Be careful when you water the plants in your garden.

We use water in the wash block and toilet at school. Sometimes, we water the plants in our school garden. We must follow these tips when using water.

B. Read the text in A again. Tick the best answer.

1) What should you do when you brush your teeth?

a) Brush quickly

b) Turn off the tap

c) Turn on the tap

2) When you use too much soap to wash your hands, you ...

a) save water.

b) feel better.

c) misuse water.

3) When you drink all the water of glass you ...

a) waste water.

b) help others to drink.

c) save water.

C. Read the text in A again. Ask and answer in pairs.

a) What should we do while we take bath?

b) Why should we water the plants carefully?

c) How should we use water during school time?

d) Why should we follow the tips for using water?

Saving water

D. Write the answers to the questions in activity C in your exercise book.

E. How can you and your family save water? The following questions will help you to write the answer.

a) When do you use water at home?

b) When do your family members use water?

c) How do you save water at home?

d) What steps do your family members follow to save water?

2025

Rhyme

Sing a Rainbow

A. Look at the picture of rainbow. In pairs, discuss how many colours there are in a rainbow.

B. Now listen to the rhyme below. Underline the name of each colour when you hear it.

Sing a Rainbow

Red and yellow and indigo and green
Violet and orange and blue
I can sing a rainbow
Sing a rainbow
Sing a rainbow too.

Listen with your eyes
Listen with your eyes
And sing everything you see
You can sing a rainbow
Sing a rainbow
Sing along with me

Red and yellow and indigo and green
Violet and orange and blue
I can sing a rainbow
Sing a rainbow
Sing a rainbow too.

C. Read aloud the poem first in chorus then individually.

D. Draw a rainbow using all the colours mentioned in the poem.

Grammar focus:

"Can" is a modal verb. It is used to express ability.

Example: I can sing. I can listen.

Vocabulary:

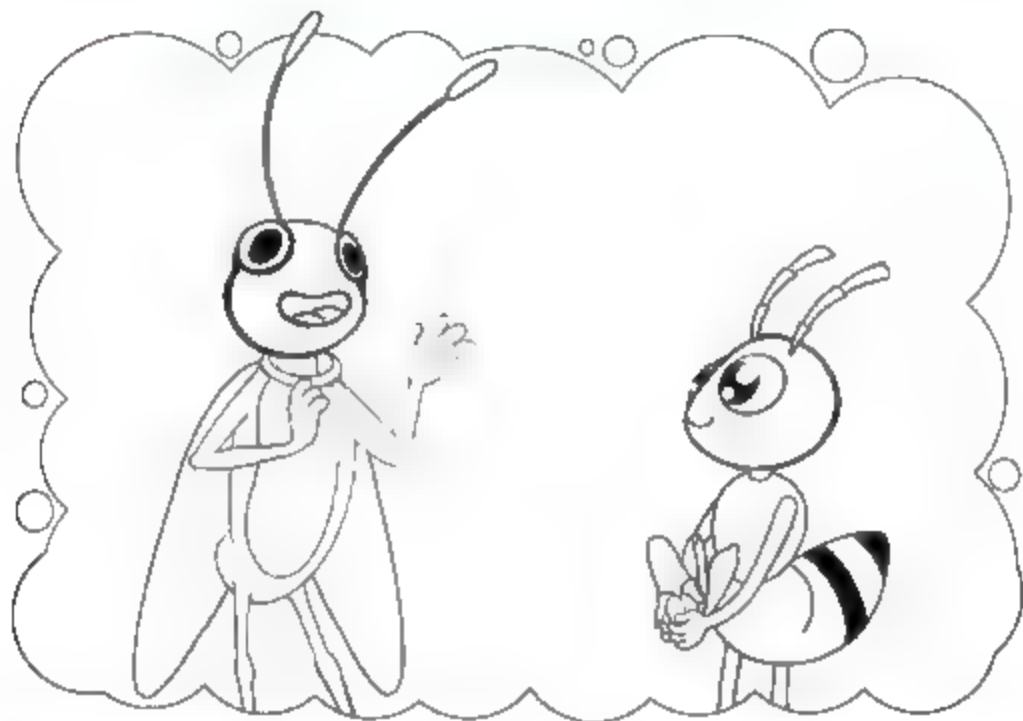
red, yellow, indigo, green, violet, orange, blue

[Note. 'Sing a Rainbow' is a popular song written by Arthur Hamilton and sung by Peggy Lee in 1955 in the film Pete Kelly's Blues. Two of the seven colours mentioned in the original song (pink and purple) are not actually colours of the rainbow. In the current version, these two colours are replaced with indigo and violet.]

2025

Unit 8 Facts and Fables

The Ant and the Grasshopper

A. Colour the picture. Now discuss in groups what you see in the picture.

B. Listen to the story, one sentence at a time. Then read it in groups. If necessary, help each other.

An ant and a grasshopper are two good friends. They live in a grassy field.

It is a sunny summer morning. The grasshopper is enjoying the sun. He is dancing and singing happily. He does not usually like to work.

The Ant and the Grasshopper

Now the ant is passing by the grasshopper. She is carrying an ear of corns to her house. She is storing food for the winter. The grasshopper laughs at her and says

"Hey Ant! Why do you work hard all the time? Come and join me. Let's enjoy the sun."

The ant goes her way and continues her work.

After the summer, the winter begins. The days become very cold. The leaves start to fall everywhere. The grasshopper finds no food to eat. He starves, and he becomes weak and sad.

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On the other hand, the ant has plenty of food. She is passing her time happily at her cozy home.

C. Read the story individually and tick the correct answer.

1. What is the grasshopper doing in the summer morning?

   He is ....

   a) carrying corns.

   b) enjoying the sun.

   c) making fun with the ant.

2. What is the ant doing in the summer?

   She is ....

   a) playing in the sun.

   b) singing in the field.

   c) carrying an ear of corns.

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3. How does the grasshopper pass the winter?

   He ....

   a) makes fun and sings all day.

   b) finds no food and starves.

   c) works hard.

4. How does the ant pass the winter?

   She passes her time ....

   a) happily at her cozy home.

   b) starving.

   c) working hard.

D. Ask and answer the following questions in pairs.

1. Where do the ant and the grasshopper live?
2. What does the ant carry to her house?
3. What does the grasshopper say to the ant?
4. What happens to the grasshopper in the winter?

E. Write the words Summer and Winter in your exercise book in two columns. Now choose the right words/phrases for the columns and write them.

Words/phrases: dry, leaves, sunny, enjoying the sun, gloomy, warm day, cold.

Summer	Winter

F. Role play: In pair, play the roles of the Ant and the Grasshopper in the class.

G. Draw a picture of a sunny summer morning and a cold, gloomy winter morning and display them in the classroom.

> **Grammar focus :**
>
> **Use of punctuation mark**
>
> For a surprise, an exclamation mark (!) is used. For making a question, a question mark (?) is used, and for a short pause in a sentence, a comma (,) is used.
>
> **Example:**
>
> What a beautiful bird!
>
> Who is he?
>
> I read, write and play.

H. In pairs, read the story in activity B above and underline question mark, exclamation mark and comma.

I. Put punctuation marks in the following passage:

What a bright day The grasshopper is dancing singing and playing in the sun What is the ant doing She is carrying an ear of corns

Let's practise

1. Match column A with column B. One is done for you.

Column A	Column B
sunny	eating no food
carry	full of grass
starve	bear
plenty	comfortable
cozy	bright
grassy	enough

2. Fill in the gaps with the right words from the box.

grassy sunny passing by, falling down, starves

a. The ant and the grasshopper live in a ____________ field.

b. The summer morning is _______________.

c. The ant is _______________ the grasshopper.

d. The leaves are _______________ everywhere

e. The grasshopper _______________ and becomes weak

3. Put punctuation marks.

What a bright day it s The grasshopper is a good friend of the ant After the summer the winter begins The ant has p enty of food The grasshopper has no food in winter What lesson do we earn form the story

Enjoying a hill festival

A. Colour the picture.

B. Now listen to the story and read each line of the story in groups. Help each other if necessary.

Hello I am Anika. I live in the plain land. I like to attend the hill festivals. So I am here in the hills to visit my friend.

She is Savana. She welcomes me to her house, spraying water upon me. Her parents greet me. The house is decorated with colours and flowers.

Enjoying a hill festival

They entertain me with various food items.

Today is *Phool Biju*. On this day, hill girls float flowers wishing a happy new year.

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Enjoying a hill festival

The next day is *Mulbiju*. On this occasion, young boys and girls spray water on each other. They believe that spraying water washes away sorrows of life.

Then comes the new year's day. It is called *Gajjya Pajjya*

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Enjoying a hill festival

Cultural shows and carnivals are arranged to celebrate the day.

I am here almost the whole day with my friend. I enjoy the festival very much.

Enjoying a hill festival

B. Look at the pictures. Discuss the questions in small groups.

1. Where is the festival taking place?
2. What are the hill girls doing in the water?
3. What are the boys and the girls doing?
4. How are the two girls dancing?

Grammar focus :

Continuous tenses : actions or events continuing in the present.

Structure: subject + be verb (am/is/are) + verb + ing.
Example: He is reading. She is writing.

C. Read the story and say if the sentences are true or false. If false write the correct answers.

1. The name of the hill girl is Savana.
2. Savana welcomes a girl from the hill to her house.
3. On the day of *Phool Biju* hill girls float flowers in the water.
4. Young boys and girls throw flowers on each other.
5. The new year's day is called *Mulbiju*.

D. Read the story individually and write answer to each of the questions.

1. Where does Anika live?
2. What is the name of the hill girl?
3. How does the hill girl welcome Anika?
4. Why do the hill people float flowers in the water?
5. What do hill people do on the day of *Mulbiju*?

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E. Act out in groups the scenes of floating flowers in the water and spraying water on each other.

Grammar focus :

Verbs: Verbs are words that tell us of actions. They are known as 'doing words'.

Example: go, read, float, spread, dance

Simple present: For any general statement, and for habits and facts the simple present tense is used.

Example: He is a good boy. She goes to school every day. The moon shines at night.

Grammar focus:

Declarative Sentences: Declaratives are simple statements.

Examples: She goes. He reads a book.

Negative form of declarative sentences:
Auxiliary verb +(be/do, does) not + principal verb.

Examples: He does not read. She is not present.

F. Read the following declarative sentences in groups and make them negative.

1. Anika and Savana are two friends.
2. Anika lives in the plain land.
3. Savana is a hill girl.
4. The hill girl floats flowers in the water.

G. Draw a picture of any festival, colour it and display it in your classroom.

Let's practise

1. Match the words/phrases in column A and column B and make a sentence. One is done for you.

Column A	Column B
Anika lives	spraying water upon her.
I enjoy	hill girls float flowers wishing a happy new year.
Savana welcomes Anika to her house	young boys and girls spray water on each other.
On *Phulbiju* day	the festival very much.
On *Mulbiju* day	with colours and flowers.
The house is decorated	in the plain land.

2. Fill in the gaps with the right words from the box.

attend, visit, decorated, entertain, spray,

a. Anika likes to ____________ hill festivals.

b. So, she goes to the hills to ____________ a friend, Savana.

c. The house is ____________ with colours and flowers.

d. Her friend ____________ her with various food items.

e. Young boys and girls ____________ water on each other to wash away sorrows of life.

3. Make a list of the hill festivals and activities you noticed.

Festivals	Activities
1.	**1.**
2.	**2.**
3.	**3.**

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The End

Academic Year 2025, Ibtedaie Class Three–English

Time waits for none.

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